

School Curriculum, Assessment, and Accountability Council Meeting Minutes

January 31, 2001
State Board Room
Capital Plaza Tower, Frankfort, Kentucky

Call to Order

Chairperson Benny Lile called the meeting to order at 9:07 a.m. EST.

Roll Call

The membership roll was called with the following members present:

Dale Campbell
Kay Freeland
Suzanne Guyer
Benny Lile
Gary Meilcarek

Eleanor Mills
Henry Ormsby
Robert Sexton
Linda Sheffield

Dr. H. M. Snodgrass
Nancy Sutton
Roxie Tempus
Maynard Thomas

New Agenda Item

• Introduction of New Member

Benny Lile

Presentation Overview: As defined in KRS 158.6452, a School Curriculum, Assessment, and Accountability Council (SCAAC) was created to study, review and make recommendations to the Kentucky Board of Education and the Legislative Research Commission on setting academic standards, assessing learning, holding schools accountable for learning and assisting schools to improve their performance. SCAAC is composed of seventeen voting members appointed by the Governor.

Benny Lile introduced the Governors' newest appointment, Eleanor Mills. Eleanor is a voting member serving in one of the two the principal member positions. Eleanor is the principal at Murray Elementary School in Murray Independent School District

New Agenda Item

• Meeting Dates

Benny Lile

The next meeting will be on March 28, 2001. The members need to set a meeting date for the May 2001 committee meeting. At the May meeting committee members will set the calendar for remainder of year.

Agenda Item

• Draft minutes from November 29, 2000 Meeting Benny Lile

The members reviewed the minutes from the November meeting and there were no corrections. Nancy Sutton made a motion to approve the minutes. The motion was seconded by Henry Ormsby. The Council voted and the motion passed without opposition.

Agenda Item

• CTBS Index for Long-Term Accountability Scott Trimble

Presentation Overview:

The Council is being consulted on methods for inclusion of the CTBS Index in the Long-Term Accountability calculations. Since the last SCAAC meeting, the Kentucky Department of Education has five proposals under consideration. The Council has been asked to study, review and make recommendations.

KDE:

The National Norm Referenced Test (NRT) component of the Commonwealth Accountability Testing System is measured with the CTBS/5 Survey Edition. Students are assessed in reading, language arts, and mathematics at end-of primary, grade 6, and grade 9. Since the last SCAAC meeting the Kentucky State Board of Education has directed the Kentucky Department of Education to consider additional proposals. There now are five (5) solutions under consideration:

- ✓ National Technical Advisory Panel on Assessment and Accountability (NTAPAA) solution in assigning a score of 140 to each student scoring at or above the 50th national percentile and score of zero (0) to each student scoring below the 50th national percentile. The scores would simply averaged for a school.

- ✓ SCAAC quartile proposal adopted by SCAAC at the November meeting. Students scoring from the national 1st to the 24th percentiles are assigned a value of 0. A value of 60 to those students scoring from the 25th to the 49th percentiles, 100 to those scoring from the 50th to the 74th percentiles, and 140 to those scoring from the 75th to the 99th percentiles. A score of zero (0) would also be assigned to students for what schools are accountable and for any reason did not attempt or complete all components of the National Norm Referenced Test (NRT).
- ✓ Office of Education Accountability (OEA) model assigns a values of 0 to 140 on the NRT component based on the distribution of mean school CTBS scores.
- ✓ Each student's national percentile is multiplied by 1.4 and averaged.
- ✓ Each student's Normal Curve Equivalent (NCE) is multiplied by 1.4 and averaged.

The last two proposals were suggestions mentioned at both the SCAAC November meeting and at the KBE December meeting.

There are not huge technical advantages to the 5 solutions. They correlate to .7 and with each other .95 or better which is a very high correlation. The five options have been reviewed by NTAPAA and they are very comfortable with 4 of the 5.

The NRT student score is based on CTBS Total Battery score, an equation comprised of the students' CTBS reading, language arts and mathematics scores.

KDE staff are recommending to the Kentucky Board of Education the adoption of the SCAAC quartile proposal.

SCAAC:

Members inquired about operational questions and the ease to implement the calculations while meeting reporting deadlines. The five solutions are equally doable. Members were concerned about the OEA recommendation, as it resembles the interim accountability regression model since the bottom and top scores can not be set until all scores are in.

KDE:

The OEA recommendation, through policy, would require the bottom and top scores to be constants. Discussion then followed on the NRT index (5%) and method for inclusion in the regular accountability index.

The quartile classifications may cause confusion with the novice, apprentice, proficient, and distinguished (N,A,P,D) performance levels. Concerns, which were mentioned at the SCAAC November meeting, were also raised at the Kentucky Board of Education December meeting.

SCAAC:

Members discussed the merits of a quintile (5) classification system which avoids the N,A,P,D comparison and eliminates the association of the 50%tile and a proficient performance level. Confusion may happen when CTBS results are reported in both quartiles and quintiles.

The following motion was made by Kay Freeland and seconded by Linda Sheffield.

We recommend that the State Board adopt the SCAAC quintile model for calculating the CTBS Index for Long Term Accountability where the first quintile (student percentile of 0 to 19) shall be assigned a value of 0, the second quintile (20-39 percentile) a value of 13, the third quintile (40-59) a value of 60, the fourth quartile (60-79 percentile) a value of 100, and the fifth quartile (80-99 percentile) a value of 140.

The Council voted and the motion passed unanimously.

New Agenda Item

· President Bush's Education Proposal

Scott Trimble

Presentation Overview:

President Bush's plan will require states to conduct annual tests in end-of-primary (grade 3) through eighth grades in reading and mathematics. Schools will disaggregate data as Kentucky is currently releasing on the Kentucky Core Content Test. Students in schools that are not showing improvement after three years could take their share of federal money and use it to attend another public school or supplement tuition at a private school.

The federal government would withhold money from states that fail to close the achievement gap between disadvantaged and advantaged students. Bonus money will be provided to states that close the gap.

The plan allows states to choose their own tests, with the federal government financing the development of the tests. States will have to participate in the National Assessment of Educational Progress (NAEP), which Kentucky already does.

KDE:

The committee members received information and discussed the Presidents' plan with KDE staff members Scott Trimble, Lois Adams-Rodgers, and Kevin Nolan.

The Department has prepared a response that Governor Patton has taken to the Washington, D.C meeting with President Bush and 14 other governors. The Bush plan has some possible problems for Kentucky. The plan calls for students at grade 3 (end-of-primary) through grade 8 are annually assessed in reading and mathematics. The Department is suggesting that the plan should allow for latitude in grade levels tested and NRT tests and a state developed tests (KCCT) are acceptable. Kentucky measures all content areas. The national test measures only reading and mathematics. This will impact classroom curriculum and student performance in science, social studies, arts and humanities, and practical living/vocational studies content areas. Since monies are attached to performance, states will adopt the easiest test to assess student performance. The plan calls for a school report card with disaggregated data reported. Kentucky's School Report Card may require modifications as disaggregated data is reported on Expanded School Report Card.

SCAAC:

Committee members suggested that the State Board assist in recommendations on President Bush's plan and to involve our U.S. Senators and U.S. Representatives in supporting Kentucky's testing program. Input may be shared with a staff member as every legislator has a staff member assigned to education issues.

KDE:

Time has not permitted a KDE staff briefing by the governor's staff after the Washington meeting. Kevin Noland attended Chief State School officers meeting and brought out Kentucky's concerns to this group. That group met with the new U.S. Department of Education Secretary, Rod Paige. Kevin told Secretary Paige that Kentucky that states already have their own state assessment systems and they could better support President Bush's proposals if a provision were added that authorized the U.S. Department of Education to approve a state's assessment system if the state's assessment system addresses the goals set out by President Bush. Kentucky's current assessment and accountability system addresses all these goals, and under such provision for an alternative plan approval, we would not have to change our CATS system. Secretary Paige remarked that it sounded like a good idea to him and he directed his aide to write the proposal down.

SCAAC:

The Plan has a proposal for vouchers. The Kentucky accountability system does allow parents latitude. In large school districts, students may choose a school. The options in rural districts are more limited. The Bush plan has federal dollars following the child. While the dollar amount is not high, movement of children may have a negative impact on the school the student is leaving.

A committee member suggested the final regulation have language that schools that take students with vouchers must take all students who have vouchers. Schools can not be selective in acceptance of students. The committee needs to think through how the Bush plan will close the achievement gap.

KDE:

The plan currently outlined consists of generalities. A first draft of the Bill is expected shortly with details. The realities of the plan are in the details. As information becomes available, information will be shared with this group.

Agenda Item

· Step 5 of Standard Setting

Scott Trimble

Presentation Overview:

The Kentucky Department of Education is completing the steps for re-establishing performance standards for the Commonwealth Accountability Testing System. The steps in the standard setting process are:

- ✓ Step 1, Draft Performance Descriptors
December 1999/January 2000, 90 teachers
- ✓ Step 2, Contrasting Groups
April 2000, 1100 teachers
- ✓ Step 3, Jaeger-Mills Standard Setting
October 2000, 320 teachers
- ✓ Step 4, CTB Bookmark
November 2000, 300 teachers
- ✓ Step 5, Syntheses
February 2001, target 150 teachers
- ✓ Step 6, KBE consideration and final approval
April 2001/June 2001

Step 5 brings teachers together to synthesize the findings from steps 2 through step 4, advise on updates to the Step 1 Draft Performance Descriptors and make a final recommendation to the Kentucky Board of Education. The Step 5 Syntheses session is happening in Louisville on February 1 and 2. The standard setting project is unique in that it used three different methods to determine the standards.

KDE:

Scott Trimble provided a shortened powerpoint presentation that will be shared with 150 teachers participating in the Step 5 Standard Setting session. The presentation provided

a historical overview of Steps 1 – 4, teacher participation and a outline of the steps teachers will perform or Step 5. The target committees are teachers that participated in steps 1 through 4. For each content area at each grade level the target teacher participation is 1 teacher from Draft Descriptors, 2 teachers from Contracting groups, 2 teachers from Jaeger-Mills, 2 teachers from CTB Bookmark and, 1 or 2 teachers from an adjacent grade level. After the content area groups have initial cut-score findings, they will meet with other content are groups at their grade level (horizontal group meeting, i.e. reading, mathematics, science, social studies, arts and humanities, and practical living/vocational studies at the grade level) to share their cut–score findings. Groups will re-convene into their smaller groups and reconsider their finds. Then the content groups will meet with their content area counterpart at the other grade levels (vertical group meeting, i.e. reading at elementary, middle and high school) to share their revised findings. Teachers will have the opportunity to review the Descriptors and make suggested changes. The teachers are providing an advisory role to the Kentucky Board of Education. The Board will review the findings and implement the final cut scores.

SCAAC:

A committee member was concerned that this process resulted in a normal distribution each year. A member heard from two teachers who have participated in the standard setting sessions that a scaled score in one content area becomes apprentice, but the same scale score in another content area may be proficient. This creates the perception with teachers that they will never get to the proficient level. After reviewing previous years released items teachers are concerned that a score of 3 on a reading open response item is easier than a score of 3 on a science open response item. Teachers can not understand the unfairness assigned to science. Teachers want the ability to say that there are not enough difficult items or not enough simple items in a content area. Discuss and clarification on scale scores and normal curves took place.

KDE:

Teachers will have access to data provided at the Jaeger-Mills and CTB Bookmark Standard Setting sessions.

Teachers will see both the their recommendation and reality of their decisions. In Friday afternoon discussions the teachers will see how the new cut scores compare with the old in-transition KIRIS cut points.

No other state has attempted to set a state standard using three standard setting procedures. Some states have used two standard setting procedures but none in such a sophisticated way. Technical committees have recommended our standard setting method since the 1980's. However, people have ignored this recommendation. NTAPAA is against adding up the results from the methods and averaging.

SCAAC:

Committee members asked for the opportunity to review the findings from the standard setting at the March 2001 meeting.

Agenda Item

· Longitudinal Pilot 2 Program Update (Staff Note) Scott Trimble

Presentation Overview:

As amended in KRS 158.6453, the Kentucky Department of Education is required to develop a “technically sound longitudinal comparison of the assessment results for the same students.” Department staff have been working with the NTAPAA, SCAAC and the Education, Assessment and Accountability Review Subcommittee (EAARS) to create a model that is consistent with the legislative requirements in KRS 158.6453.

KDE:

Resulting from the interaction with NTAPAA, SCAAC, EAARS, and action taken at the December meeting of the Kentucky Board of Education, KDE is recommending the following adjustments to the longitudinal program. A staff note was shared with committee members. An outline of the planned adjustments follow:

- ✓ The longitudinal assessment component will be restricted to re-testing reading at the 5th grade level as opposed to both reading and mathematics.
- ✓ The second longitudinal pilot will retest all 5th graders with the 4th grade reading Kentucky Core Content Test as opposed to just the 4th grade student scoring novice and apprentice.
- ✓ The 5th grade will re-take the reading test immediately following the 5th grade required assessments as opposed to administering this in a separate testing window.
- ✓ The Department will make a consistent effort to meet with teachers in participating schools in January/February to discuss purpose, instructional concerns, and logistics.

Fourth eight (48) schools have agreed to participate in the second pilot. The schools were selected based on their accountability index. One-third (1/3) of the elementary schools are in lowest performing group of schools, one-third (1/3) in the middle range and one-third in the highest performing range. Schools were then chosen by region.

SCAAC:

A committee member raised issues on the more long term longitudinal objective and the pilot study may not be accomplishing this objective.

Agenda Item

· GEAR UP Project

Dwayne Roberts

Presentation Overview:

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U. S. Department of Education funded program. The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Low-income high school graduates are less likely to go to a postsecondary institution than their middle and upper-income peers. Nearly all eighth graders say they want to go to college. While almost all high-income students meet their expectations, only two-thirds of low-income students see their expectations come to fruition (U.S. Department of Education, 1997). A significant percentage of those who do enter a four-year institution do not have the academic preparation that is necessary to succeed and obtain a terminal degree (USDOED, 2000). GEAR UP Kentucky is a five-year, federally funded grant that was approved by the U.S. Department of Education (USDOE) for 2000-2001.

GEAR UP Project staff:

Dwayne Roberts, Assistant Director for the K-12 schools provided an overview of the project.

GEAR UP Kentucky is a five-year, federally funded grant that was approved by the U.S. Department of Education (USDOE) for 2000-2001. The federal GEAR UP initiative was signed into law as part of the Higher Education Amendment of 1998 (Public Law 105-244). The Project is under the auspices of the Kentucky P-16 Council, Kentucky GEAR UP is a joint venture of the Kentucky Council for Postsecondary Education and the Kentucky Department of Education. The project will establish partnerships among 38 schools with low-income student populations, the eight state universities of Kentucky, the colleges in the Kentucky Community and Technical College System, seven private colleges, and non-school partners from across the state.

Kentucky GEAR UP will contribute to a statewide effort to increase the number of college students by 50 percent over the next 20 years. The project will use a multifaceted, systemic approach that touches students, teachers, parents, and communities. The overall goal of the grant is to (a) develop curricula in the middle schools that prepare students for the State pre-college curriculum and success in postsecondary schools (b) provide professional development activities to ensure teachers are ready to teach the curriculum and teachers and counselors in middle and high school grades can skillfully advise students toward college (c) integrate family awareness activities into a multi-million dollar statewide campaign to promote college going and (d) provide an array of mentoring and enrichment

programs for GEAR UP students to ensure they succeed in the more academically rigorous curriculums.

The requested grant funding for FY00 is \$2,004,065. Total funding over 5 years is \$10,248,848.

A document was provided to committee members which outlines what GEAR UP Kentucky is, who is involved with GEAR UP Kentucky, its purpose, what students it will serve, and the services it will provide. Many of the activities are in the formularizing phase.

SCAAC:

Committee members wanted to know if middle school initiatives are included (yes) and what schools, colleges and universities are participating in the program. Dwayne Roberts will provide a list.

Members asked a number of questions including:

- ✓ The process for school selection and how did 38 schools become part of the grant. (Actual number of schools based on number of students in school)
- ✓ Since the project is funded for 5 years, how much is being set aside for scholarship monies and what is the process for allocating scholarship monies. (Details on scholarships are in the formulative stages.)
- ✓ There is a strong partnership with KCTS.
- ✓ A GEAR UP School must have 50% of their students participating in the free and reduced lunch program.

Agenda Item

- **Education Professional Standards Board** **Janet Banta**
Mary Ellen Wiederwohl

Presentation Overview:

SCAAC members desired to meet with members from the Education Professional Standards Board to ask questions and get answers to information found on the school report card.

Professional Standards Board:

Janet Banta, Director, Certification and Mary Ellen Wiederwohl, Director, Legislative and Public Relations are representing the Education Professional Standards Board.

The Professional Standards Board has reviewed the certification process in Kentucky and is in the process of recommending changes to teacher certificates. A handout titled

Education Professional Standards Board, July 18, 2000, Recommendations for Amendment of 704 KAR 20:670 – Kentucky teaching certificates was shared with committee members. The handout has been approved by the Professional Standards board and the changes to 704 KAR 20:670 are proceeding through the regulatory process. The regulation is expected to be adopted in March 2001.

Some of the points addressed are:

- ✓ Certification, since January 1998 is based on content area certification.
- ✓ Minors and endorsements have gone by the way-side.
- ✓ Equivalency has different meaning on School Report Card (KDE) and Professional Standards Board.
- ✓ “P” codes in certification system ended in December 2000. “K” codes are used in the exiting certification system.
- ✓ No additional technical certification for teaching in the Virtual High School.

SCAAC:

Much discussion occurred between committee members and Education Professional Standards Board staff on “K” code specifics and certification in general. Committee members remain concerned about the collection certification data that will appear on the school report card. Of special concern is a teacher’s minor.

KDE:

Staff shared two research papers with the committee. The first deals with Teacher Characteristics and Student Achievement. The title is *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality* by Harold Wenglinsky, Educational Testing Service. Copies can be downloaded from www.ets.org/research/pic. The second paper is *Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement* authored by Dan D. Goldhaber (The Urban Institute) and Dominic J Brewer (Rand Corporation).

Agenda Item

· Appeal of Performance Judgments

Scott Trimble

Presentation Overview:

KRS 158.6455 requires the Kentucky Board of Education to promulgate administrative regulations to establish a process whereby a school shall be allowed to appeal a performance judgment considered to be grossly unfair. This administrative regulation (703 KAR 5:050, Statewide Assessment and Accountability Program; school building appeal of the performance judgments) establishes the procedures for an appeal of a performance judgment consistent with KRS 158.6455.

KDE:

A school building may submit a written request for a data review to the Commissioner of Education within fourteen (14) days after the Department of Education officially releases the performance judgments to the public. If, as a result of a data review, the performance judgment is subsequently revised, or if a school is not satisfied with the results of a data review, a written appeal of a performance judgment shall be submitted to the Commissioner of Education within thirty (30) days after the school has received the official notification of the revised performance judgment or data review results.

There are approximately 11 to 14 appeals of performance judgments currently under consideration. A school building submitting an appeal must have:

- ✓ Submitted a written appeal of a performance judgment to the Commissioner of Education within forty-five (45) days after the Department of Education officially releases the performance judgments to the public.
- ✓ The request shall be signed by the principal upon approval of the school council. If there is no school council, the request shall also be signed by the superintendent, upon approval of the school board.
- ✓ The appeal of a performance judgment shall clearly identify the basis for the wrongful effect on the baseline accountability index or the growth accountability index.
- ✓ The appeal shall detail the requested adjustment to be made to one (1) or more of these indices.
- ✓ The Kentucky Department of Education staff shall review the request against the standards set forth in KRS 158.6455. A committee shall be appointed by the Commissioner of Education to review the pending appeals and make recommendations to the Commissioner of Education as to whether to dispute an appeal. If the appeal is disputed by the department, it shall submit the request to the hearing officer for the Kentucky Board of Education.
- ✓ The hearing officer shall conduct a hearing in accordance with KRS Chapter 13B. The hearing officer shall submit a written recommended order to the Kentucky Board of Education for the board's consideration in rendering its final order, in accordance with KRS Chapter 13B.

When an appeal is heard by the hearing officer, KDE staff also make a recommendation. The Kentucky Board of Education makes final decision. Schools can go to civil court if they do not agree with KBE finding. It is anticipated that approximately 6 or 7 appeals will be heard by a hearing officer.

SCAAC:

Committee members asked that appropriate KDE staff be notified that “and Beyond” is being left out of “Getting to Proficiency and Beyond”. Members feel that “and Beyond” is as important as “Getting to Proficiency”.

Agenda Item

· Reviewing Reporting System

Scott Trimble

Presentation Overview:

The committee is asked to comment on current KCCT reports for student level reporting and school and district reports. An overview of the reports will be provided at this meeting and a more detailed review should happen at the next meeting.

KDE:

The Department is asking that SCAAC re-look at the current KCCT reporting. The reports were designed approximately four years ago and there have not been significant changes since then.

The Kentucky Performance Report provides assessment and accountability results for schools and districts. The report was developed with input from Principals, DACs, Superintendents, parents, and other user groups. The KPR was designed to provide information to Principals in support of school improvement. The beginning KPR pages are assessment in nature and are designed for presentation to the school membership.

KPR pages 1 and 2 are textual in nature providing a high-level explanation of the testing program. Page 3 is a trend data page reporting academic indexes for each content area. Under KIRIS 6 years of data was reported. The Department plans on expanding the reports under the Commonwealth Accountability Testing Systems to report 6 to 10 years of historical data. Page 4 is reading trend data and shows summary results for the reading content area. This page will have similar years of historical data. Page 5 contains reading subscore and subdomain level results. The subdomain results were added at the request of principals. The bottom of the page summarizes student questionnaire responses within the content area. Trend data pages are produced for the other content areas (mathematics, science, social studies, on-demand writing, writing portfolio, arts and humanities, and practical living / vocational studies. Mathematics, science and social students also have are also part of the KPR. An explanation of the data disaggregation pages, summary data and descriptive statistics, and questionnaire data and accountability pages were also covered.

SCAAC:

Committee members shared their thoughts on the KPR:

- ✓ Subdomain results showed that specific items on the KCCT test had not been taught by classroom teachers.
- ✓ Racial breakdown results very useful in accessing school programs.
- ✓ Parents are not understanding bar graphs. They do not understand that novice is supposed to go down.
- ✓ A committee member attended an out-of-state conference attended by teachers/administrators from 13 other states. The other state members wished their Department of Education provided quality information as provided in the KPR.
- ✓ Discussions occurred between members about subdomains being higher in a content area but academic indexes are basically the same. Must look within content area and not across content areas.
- ✓ University staff need to become more involved and should be attending meetings on the testing program.

KDE:

The core content report and student level reporting were covered. The NTAPAA is currently reviewing the reports. KDE staff will come back to the committee with new information when NTAPAA's comments are available.

New Agenda Item

- **Kentucky Association of Assessment Coordinators Benny Lile (Position Paper)**

Benny Lile handed out *A Kentucky Dilemma: Writing on Demand Testing*, a position paper from Kentucky Association of Assessment Coordinators. He asked committee members to review and this topic be placed on the March agenda.

New Agenda Item

- **Agenda Items for March 28, 20001 Meeting** **Benny Lile**

SCAAC members asked that the following are Agenda items for the March Meeting:

- ✓ Results of the Step 5 Standard Setting
- ✓ President Bush's Education Proposal
- ✓ School Report Cards
- ✓ Review of School and Student Reporting
- ✓ Writing On-Demand policy

- ✓ District Accountability Regulation
- ✓ Report from Scholastic Audit staff
- ✓ Report on the Minority Student Achievement. Six districts have volunteered to be Kentucky's "Closing the Gap" laboratories. If possible, SCAAC members would like a presentation from two Superintendents and talk with a couple students who are participating in the program.
- ✓ School Rewards Update.

· **Adjournment**

Benny Lile

Benny Lile introduced the motion for adjournment and Suzanne Guyer seconded the motion. The Council voted at 3:29 p.m. and the motion passed unanimously.